

**COMPREHENSIVE INSTRUCTION OBSERVATION AND FEEDBACK**

<b>Purpose</b>	Coaches and professional developers can use this observation tool to focus classroom observations and structure discussions during feedback conferences. The tool focuses on instructional practices discussed in the National Mathematics Advisory Panel report.
<b>Materials</b>	Comprehensive Instruction Observation Record
<b>Media</b>	<i>Simultaneously Teaching Conceptual Understanding, Computational Fluency, and Problem-Solving Skills</i> , interview with Joan Ferrini-Mundy
<b>Topic</b>	National Math Panel: Critical Foundations for Algebra
<b>Practice</b>	Comprehensive Instruction

## COMPREHENSIVE INSTRUCTION OBSERVATION RECORD

The tool is designed for mathematics coaches or professional developers to use with teachers. The coach should schedule a series of classroom observations (minimum of three observations) and meet with a teacher before each of the observations to review the lesson plan(s) for the topics, skills, and objectives. Keep in mind that it shouldn't be expected that teachers will use all strategies at one time, not that this observation record is designed to address all the aspects of mathematics teaching that a coach might want to include in an observation.

At the end of each observation, the observer should write a brief summary about what was observed and note any suggestions for improvement for a follow up discussion with the teacher. Mathematics teachers can use this same observation checklist to reflect on current practice and consider ways to improve their use of selected instructional practices.

Teacher Name: \_\_\_\_\_

Coach/Mentor Name: \_\_\_\_\_

Date/Time of Observation: \_\_\_\_\_

Comprehensive Instruction: NMP Practices	Observed	Not Observed	Notes for Discussion
1. Lesson objectives are directly related to district or school mathematics grade level expectations.			
2. Teacher provides explicit instruction, e.g., demonstrating or modeling for students, during at least a portion of the lesson,			
3. Teacher uses "thinkalouds" to present the steps in problem-solving.			
4. The lesson (or unit) engages students in concept development, arithmetic operations, fluency practice, and problem solving. Lessons are typically not focused only on single skill areas, e.g., fluency practice or problem solving.			

Comprehensive Instruction: NMP Practices	Observed	Not Observed	Notes for Discussion
5. The teacher uses and links multiple representations to help students understand concepts.			
6. The teacher uses concrete materials, as needed, to help students build concepts. The teacher builds from concrete to abstract as soon as appropriate.			
7. When the teacher uses examples with a real-world context, he or she also provides practice for students with the same skills or concepts outside the context.			
8. The teacher provides guided practice, including scaffolding as needed, with opportunities for students to their demonstrate understanding.			
9. The teacher provides time for in-class independent practice so that students' understanding can be checked.			
10. The teacher summarizes key concepts as closure to the lesson.			
11. Across the lessons observed, there is some practice that is done via technology, e.g., software programs, when appropriate.			
12. The teacher does not allow students to rely on calculators as a substitute for performing simple and routine arithmetic operations.			

Comprehensive Instruction: NMP Practices	Observed	Not Observed	Notes for Discussion
13. The teacher provides a varied mix of problems and alternates, challenging and easier problems, including worked examples for students to review.			
14. The teacher frequently informally checks for understanding.			
15. When students are grouped, the teacher provides directions and routines to ensure that all participate in problem solving.			
16. The teacher encourages multiple approaches to problem solving.			
17. The teacher encourages students to persist with challenging problems.			
18. The teacher asks students to explain and document their reasoning and approaches.			
19. Homework includes examples of problems similar to those used for in-class practice.			

Planning for Improvement
<p><b>Observation Summary:</b></p>
<p><b>Suggestions for Improvement:</b></p>